

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£16860
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16860

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £16860		Date Updated: Autumn 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 56%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Development of well-planned and resourced PE lessons		Equipment to be reviewed by MV regularly. School council to receive budget to encourage new activity.		£500	Pupils know the importance of a healthy lifestyle and being active. This is evidenced in pupil voice and the school games mark.
Active wet play times		Staff trained to teach swimming – coach employed as CPD for staff. Pool heated and maintained.		£8000	Bikeability and bike/scoot/walk to school weeks have resulted in increase of children not coming to school in the car.
Sports clubs during break times		Bikeability annually		£1000	More children attending sports clubs in school and locally – see data.
All pupils swim three times a week from May – end of July		Start scootability			
Encourage walking, cycling and scooting to school as a way of increasing physical activity.					
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 18%
Intent		Implementation		Impact	

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Celebrations of physical activity – staff and pupils Develop school house system following introduction in previous year. Teachers and staff running sports clubs demonstrate a passion for sport. Fundraising sports activities. Cross curricular links School values demonstrated in PE and sport	Noticeboards and newsletters celebrating sporting and physical success. School house system used for intraschool sports competitions Staff and pupils involved in organising and running a variety of clubs during and after school Teachers lead by example with regard to physical activity. School vision and values are a central part of PE and sport	£1500 £1500	Wow wall – children show pride in their achievements. Newsletter includes fixture write ups. Children through out the school understand and take part in competitive sports Children know that they can impact the types of clubs that are offered Children know how to demonstrate school values in sport Children know that sport can benefit people of all ages	Children to become involved in writing match reports. Extend intraschool competitions with support from York Sport Coaches Use more ‘professionals’ to run clubs to increase uptake and enthusiasm Subject lead to develop cross curricular links and at least one PE/Sport visit a year

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Improving progress and attainment by providing CPD for teaching staff and subject leader</p> <p>Renew Complete PE Curriculum</p>	<p>Teachers to work alongside coaches when planning, assessing and teaching – gymnastics and dance</p> <p>PE subject lead to provide updates throughout year in staff meetings</p> <p>Subject leader review LTP to ensure progression of skills</p> <p>PE subject lead to undertake lesson observations throughout the year to look at teaching, learning and assessment</p>	<p>£1600</p>	<p>Improved teacher knowledge through PE lead leading and presenting at staff meetings</p> <p>Teachers say that they feel more confident in teaching swimming</p> <p>LTP supports better progression of skills.</p>	<p>Use of sport coach (York schools) to support staff with areas that they feel weakest in.</p> <p>After 2 years of coaching support, teachers to confidently teach dance.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 11%

Intent	Implementation	Impact		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Develop broad range of extra-curricular clubs to develop and increase activity levels and fitness</p> <p>Have high quality equipment for use in lessons, playtimes and after school activities</p>	<p>Offer a broad range of extra-curricular activities:</p> <p>Forest Quest</p> <p>Dance</p> <p>Gymnastics</p> <p>Skipping</p> <p>Football</p> <p>Netball</p> <p>Cricket</p> <p>Rugby (parent and YRC)</p>	<p>£2000</p>	<p>Number of disadvantaged taking part in extra curricula sports and competitions has increased</p> <p>Activity levels in Huby Herons has increased</p>	<p>Use of York Sport for three half terms</p> <p>Develop play leaders</p> <p>Develop physical activity in Huby Herons</p> <p>Improved links with local clubs, coaches and parents in order</p>

	<p>Listen to pupil voice</p> <p>Monitor participation and find out who the children are that are not regularly participating. Remove barriers for disadvantaged children</p>		<p>to offer a wide variety of extra curricular clubs</p> <p>Use of York Sport to expand participation in inter school competitions</p> <p>Raise profile of girls' football to increase participation</p> <p>Continue to focus on removing barriers for least active and disadvantaged</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to take part in competitive sport Timetable of intra and inter school sports	Take part in cluster competitions Plan inter-house competition timetable on a half termly basis Record which children are involved in competitive sport Ensure all children have the opportunity to represent the school	£1000	More children have taken part and enjoyed cluster and interschool competitions. All children in KS2 had the opportunity to represent the school by the end of year 6 Accurate records kept to monitor participation	Use of York Sport to expand participation in inter school competitions More intra school competition for ALL age groups Raise profile of girls' football to increase participation Continue to focus on removing barriers for least active and disadvantaged Visits to see professional sports competitions Olympics 2024 – whole school focus

Signed off by	
Head Teacher:	Jane Cunningham
Date:	25.7.23
Subject Leader:	Matt Vincent

Created by:



Supported by:



Date:	July 2023
Governor:	Finance committee – Tuesday 7 th November
Date:	